



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12031508
SAU: MSAD 09
School: Cascade Brook School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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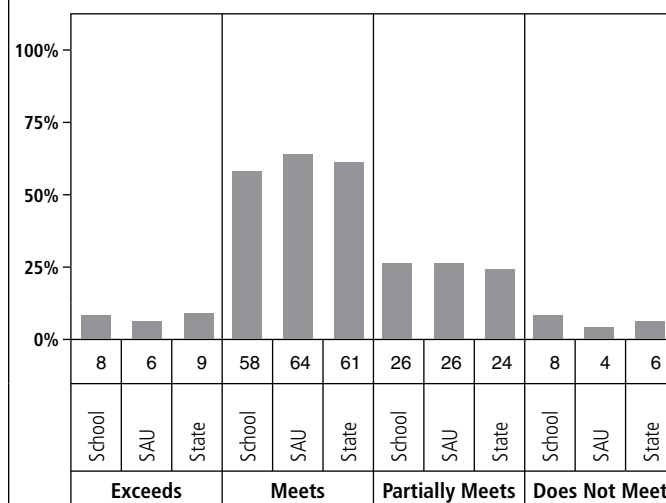
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

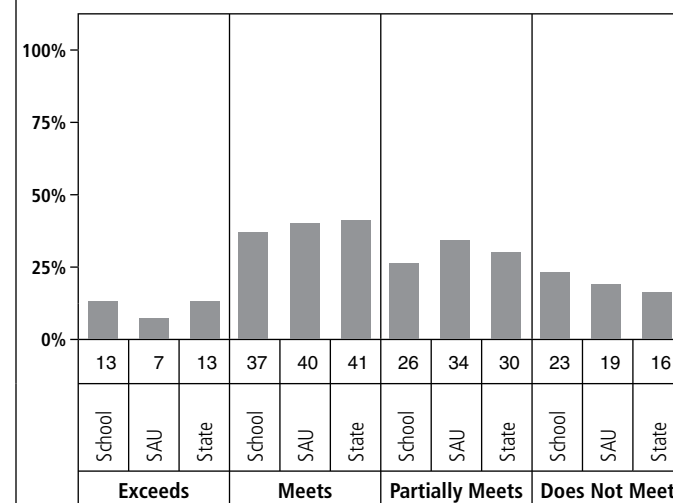
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	643	645	646
2007–2008	647	648	648
2008–2009	646	647	647
Cum. Avg.*	645	647	647
Mathematics			
2006–2007	643	644	643
2007–2008	643	642	642
2008–2009	642	641	643
Cum. Avg.*	643	642	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	100	100	189	100	14251	100	99	99	188	99	14150	99	100	100	189	100	14156	100						
Ethnicity African American/Black	0	0	1	1	421	3	0	0	1	100	412	98	0	0	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	2	2	3	2	212	1	2	100	3	100	210	99	2	100	3	100	212	100						
Hispanic	1	1	2	1	181	1	1	100	2	100	177	98	1	100	2	100	178	99						
Caucasian/White	97	97	183	97	13309	93	96	99	182	99	13224	100	97	100	183	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	16	16	30	16	2468	17	15	94	29	97	2423	99	16	100	30	100	2426	99						
Current LEP	0	0	1	1	341	2	0	0	1	100	330	97	0	0	1	100	338	99						
Economically disadvantaged	51	51	101	53	5780	41	50	98	100	99	5724	99	51	100	101	100	5725	99						
Migrant	0	0	1	1	4	0	0	0	1	100	4	100	0	0	1	100	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	86	86	142	75	11369	80	85	85	141	75	11373	80						
Identified disability (PET/IEP)	3	3	4	3	355	3	3	4	4	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	1	1	1	1	172	2	1	1	1	1	175	2						
Participation with accommodations	12	12	45	24	2594	18	14	14	47	25	2605	18						
Identified disability (PET/IEP)	11	92	24	53	1881	73	12	86	25	53	1877	72						
LEP	0	0	1	2	155	6	0	0	1	2	161	6						
504 plan	0	0	2	4	74	3	0	0	2	4	71	3						
Other	1	8	18	40	519	20	2	14	19	40	532	20						
Participation through alternate assessment (PAAP)	1	1	1	1	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	1	1	1	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	5	5	12	8	1132	8
	2007-2008	15	14	27	15	1817	13
	2008-2009	8	8	11	6	1309	9
	Cum. Total*	28	9	50	10	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	52	54	90	57	8127	57
	2007-2008	54	51	92	51	8072	57
	2008-2009	57	58	120	64	8564	61
	Cum. Total*	163	54	302	58	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	22	23	32	20	3549	25
	2007-2008	22	21	44	25	3194	23
	2008-2009	25	26	48	26	3291	24
	Cum. Total*	69	23	124	24	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	18	19	24	15	1478	10
	2007-2008	15	14	16	9	981	7
	2008-2009	8	8	8	4	799	6
	Cum. Total*	41	14	48	9	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.8	58.6	33.6	60.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.7	58.5	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.1	58.6	21.6	60.0	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 09
 School: Cascade Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	98	8	8	57	58	25	26	8	8	646	187	6	64	26	4	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	2										3						206	18	56	20	6	649
Hispanic	1										2						174	5	55	33	7	644
Caucasian/White	95	8	8	55	58	25	26	7	7	646	181	6	65	25	4	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	1	7	8	57	5	36	633	28	0	25	57	18	637	2236	1	30	48	22	637
No	84	8	10	56	67	17	20	3	4	648	159	7	71	20	2	648	11727	11	67	19	3	649
Current LEP																						
Yes	0										1						322	2	39	37	21	638
No	98	8	8	57	58	25	26	8	8	646	186	6	65	25	4	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	49	4	8	23	47	15	31	7	14	643	99	6	58	29	7	645	5617	4	54	33	9	643
No	49	4	8	34	69	10	20	1	2	649	88	6	72	22	1	649	8346	13	66	17	3	650
Migrant																						
Yes	0										1						4					
No	98	8	8	57	58	25	26	8	8	646	186	6	65	25	4	647	13959	9	61	24	6	647
Gender																						
Female	51	6	12	28	55	13	25	4	8	647	91	9	64	23	4	648	6743	13	63	20	4	649
Male	47	2	4	29	62	12	26	4	9	645	96	3	65	28	4	646	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										4						1408	4	41	43	12	641
No	98	8	8	57	58	25	26	8	8	646	183	6	64	25	4	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										1						636	39	59	2	0	659
No	98	8	8	57	58	25	26	8	8	646	186	6	65	25	4	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	1	9	5	45	2	18	3	27	643	7	15	46	15	23	646	6	5	47	32	16	642
B. less than one hour	55	5	9	32	59	14	26	3	6	646	62	6	66	26	3	647	59	9	62	24	5	647
C. one to two hours	28	2	7	17	63	8	30	0	0	647	26	4	69	27	0	647	32	11	64	21	4	648
D. more than two hours	6	0	0	3	50	1	17	2	33	640	5	0	56	22	22	641	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	20	3	15	12	60	3	15	2	10	648	24	11	71	13	4	649	31	17	66	14	3	651
B. good	58	4	7	38	67	12	21	3	5	648	50	4	68	25	3	647	48	8	64	23	5	647
C. fair	18	0	0	6	33	10	56	2	11	638	22	0	50	45	5	642	18	2	48	40	10	641
D. poor	3	1	33	1	33	0	0	1	33	647	4	29	57	0	14	651	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	6	19	17	53	7	22	2	6	648	35	11	65	22	3	648	38	13	65	18	3	650
B. They match some of what I have learned.	48	2	4	33	70	12	26	0	0	648	49	4	68	27	0	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	14	0	0	5	36	5	36	4	29	637	11	0	52	29	19	641	10	5	48	36	11	642
D. There is no match.	5	0	0	2	40	1	20	2	40	639	4	0	50	25	25	642	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	0	0	4	40	2	20	4	40	638	15	0	64	21	14	644	16	7	52	30	11	644
B. about the same as my regular schoolwork	72	7	10	42	60	18	26	3	4	647	69	7	63	28	2	647	66	10	64	22	4	648
C. easier than my regular schoolwork	18	1	6	10	59	5	29	1	6	646	16	7	70	20	3	648	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	0	0	5	63	3	38	631	8	0	20	60	20	635	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	3	6	35	65	13	24	3	6	646	61	4	69	25	3	646	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	35	5	15	20	59	7	21	2	6	649	31	12	67	18	4	650	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	3	8	18	47	12	32	5	13	644	42	4	63	27	6	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	58	5	9	37	66	13	23	1	2	648	55	7	67	25	1	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	33	0	0	2	67	634	3	20	40	0	40	644	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	26	5	20	17	68	2	8	1	4	652	28	13	75	10	2	651	23	15	65	16	4	650
B. 20 minutes to an hour	44	3	7	26	60	12	28	2	5	646	37	6	68	24	3	647	49	10	64	22	4	648
C. less than 20 minutes	8	0	0	4	50	4	50	0	0	644	10	0	58	42	0	644	11	6	58	29	7	645
D. I rarely read at home.	22	0	0	10	45	7	32	5	23	640	25	0	50	39	11	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	20	0	0	1	100	0	0	0	0	648	20	0	100	0	0	648						
B.	20	0	0	0	0	1	100	0	0	632	20	0	0	100	0	632						
C.	40	0	0	0	0	1	50	1	50	632	40	0	0	50	50	632						
D.	20	0	0	0	0	1	100	0	0	640	20	0	0	100	0	640						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	12	12	21	13	2092	15
	2007-2008	12	11	15	8	1474	10
	2008-2009	13	13	14	7	1807	13
	Cum. Total*	37	12	50	10	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	45	46	71	45	5731	40
	2007-2008	46	43	77	43	6008	43
	2008-2009	37	37	75	40	5662	41
	Cum. Total*	128	42	223	42	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	23	23	46	29	4175	29
	2007-2008	29	27	61	34	4244	30
	2008-2009	26	26	63	34	4219	30
	Cum. Total*	78	26	170	32	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	18	18	21	13	2308	16
	2007-2008	19	18	26	15	2346	17
	2008-2009	23	23	36	19	2290	16
	Cum. Total*	60	20	83	16	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.9	53.4	29.0	51.8	30.6	54.6
A. Number	18	32	10.4	57.8	10.0	55.6	10.3	57.2
B. Data	12	21	6.4	53.3	6.1	50.8	6.6	55.0
C. Geometry	14	25	6.9	49.3	6.8	48.6	7.3	52.1
D. Algebra	12	21	6.2	51.7	6.1	50.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 09
 School: Cascade Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	99	13	13	37	37	26	26	23	23	642	188	7	40	34	19	641	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	2										3						208	18	47	23	12	647
Hispanic	1										2						175	5	31	41	23	638
Caucasian/White	96	13	14	36	38	25	26	22	23	642	182	8	40	34	19	641	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	2	13	2	13	11	73	621	29	0	14	24	62	624	2248	3	18	33	46	629
No	84	13	15	35	42	24	29	12	14	645	159	9	45	35	11	644	11730	15	45	30	11	646
Current LEP																						
Yes	0										1						331	3	22	35	40	631
No	99	13	13	37	37	26	26	23	23	642	187	7	40	34	19	641	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	50	4	8	17	34	14	28	15	30	637	100	4	37	34	25	637	5620	6	33	37	25	637
No	49	9	18	20	41	12	24	8	16	646	88	11	43	33	13	645	8358	18	45	26	11	647
Migrant																						
Yes	0										1						4					
No	99	13	13	37	37	26	26	23	23	642	187	7	40	34	19	641	13974	13	41	30	16	643
Gender																						
Female	51	3	6	21	41	13	25	14	27	639	91	3	41	37	19	639	6738	12	40	32	16	642
Male	48	10	21	16	33	13	27	9	19	645	97	11	39	30	20	642	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										4						1410	3	24	41	32	634
No	99	13	13	37	37	26	26	23	23	642	184	8	39	34	19	641	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										1						637	65	32	3	0	665
No	99	13	13	37	37	26	26	23	23	642	187	7	40	34	19	641	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 09
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 55 28 6	1 9 3 0	9 17 11 0	5 17 13 2	45 31 48 33	3 14 7 2	27 26 26 33	2 14 4 2	18 26 15 33	644 642 644 633	7 62 26 5	8 9 6 0	54 37 46 33	23 36 29 44	15 18 19 22	645 641 641 636	6 59 32 3	7 13 14 11	32 41 41 31	28 30 31 33	32 16 14 26	636 643 644 639
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	29 46 22 3	9 4 0 0	32 9 0 0	7 21 7 2	25 47 32 67	7 11 7 1	25 24 32 33	5 9 8 0	18 20 36 0	647 642 635 645	33 44 20 3	16 5 0 0	44 40 35 50	29 35 38 50	11 21 27 0	646 639 636 640	30 46 20 4	27 9 2 1	45 45 29 15	18 31 43 46	9 15 26 38	651 643 635 630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 52 12 4	6 6 1 0	19 12 8 0	12 22 3 0	39 43 25 0	10 13 2 1	32 25 17 25	3 10 6 3	10 20 50 75	647 643 631 621	37 48 11 4	10 7 5 0	46 43 24 13	35 34 33 25	9 17 38 63	645 641 633 624	35 50 13 3	18 11 8 5	42 43 31 16	27 31 36 27	13 15 26 51	646 643 638 628
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26 67 7	2 9 2	8 14 29	8 28 0	32 44 0	7 16 2	28 25 29	8 11 3	32 17 43	637 644 638	27 63 10	4 8 17	24 44 56	43 34 11	29 15 17	636 642 646	32 56 12	7 13 31	40 42 36	34 30 20	20 15 13	640 644 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	41 52 7	5 7 0	13 14 0	16 18 2	41 37 29	8 16 2	21 33 29	10 8 3	26 16 43	642 643 632	43 50 7	8 8 0	40 43 31	27 38 38	25 11 31	640 643 634	51 45 4	11 15 12	41 41 28	31 29 32	16 16 28	643 644 638
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	6 27 51 16	0 4 7 2	0 15 14 13	3 6 21 7	50 23 42 44	2 9 11 4	33 35 22 25	1 7 11 3	17 27 22 19	639 641 643 642	4 26 53 17	0 8 8 6	38 27 47 42	38 41 29 39	25 24 16 13	635 638 642 642	6 33 45 16	8 10 15 15	29 37 44 41	29 34 29 28	34 19 12 16	635 641 645 644
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	9 35 33 23	1 6 5 1	11 18 16 4	3 12 18 4	33 35 56 17	3 9 6 8	33 26 19 35	2 7 3 10	22 21 9 43	638 644 648 632	6 26 28 40	9 12 10 3	27 41 54 32	45 27 25 43	18 20 12 22	638 643 645 637	9 26 31 34	14 15 13 11	35 40 43 40	29 30 30 31	22 16 14 18	641 644 644 642
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	14 21 27 39	0 3 3 7	0 15 12 19	6 10 6 14	46 50 23 38	1 4 9 11	8 20 35 30	6 3 8 5	46 15 31 14	632 646 638 646	12 22 28 38	0 8 6 12	45 40 35 42	14 35 38 36	41 18 21 10	634 641 639 644	17 28 31 23	8 13 15 14	35 42 43 39	33 30 30 30	24 15 13 17	639 643 645 643
Optional school/SAU question A. B. C. D.	20 20 40 20	0 0 0 0	0 0 0 0	1 0 1 1	100 0 50 100	0 0 0 0	0 0 0 0	0 1 1 0	0 100 50 0	646 626 623 644	20 20 40 20	0 0 0 0	100 0 50 100	0 0 50 0	0 100 50 0	646 626 623 644						

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